No Child Left Behind Act of 2001
Consolidated Formula Subgrant

Fiscal Year 2004 Directions

For LEAs with No Title I Allocation

Project Period: September 1, 2003 to August 31, 2004

Covered Programs
- Title I, Part A: *Improving Basic Programs Operated by Local Education Agencies*
- Title I, Part A: *School Improvement*
- Title I, Part D: *Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk*
- Title II, Part A: *Teacher and Principal Training and Recruiting Fund*
- Title II, Part D: *Enhancing Education Through Technology*
- Title III, Part A: *Grants and Subgrants for English Language Acquisition and Language Enhancement*
- Title IV, Part A: *Safe and Drug-Free Schools and Communities Act*
- Title V, Part A: *Innovative Programs*
- Title VI, Part B: *Rural and Low-Income School Program*

http://www.state.nj.us/education
(Select *Grants*; Select *Entitlement Grants*; Select *No Child Left Behind*)

No Child Left Behind Act of 2001
Consolidated Formula Subgrant
Checklist for Application Submission

For All Applicants
- ❑ Title Page
- ❑ Title Page Funds Requested Worksheet, *if applicable*
- ❑ LEA Refusal, *if applicable*
- ❑ Private School Refusal, *if applicable*
- ❑ Private Schools: Titles II-A, II-D, III, IV, V
- ❑ Assurances and Certification
- ❑ Participants in Consultation & Collaboration in Application Development
- ❑ Equitable Access, Coordination of Programs, Participation, and Public Reporting
- ❑ Problems Identified During the Needs Assessment
- ❑ FY 2003 Actual Performance Targets Achieved
- ❑ Description of Selected Priority Problems Identified During the Needs Assessment
- ❑ Performance Goals and Indicators
- ❑ LEA/School Program Plan
- ❑ Flexibility Provisions, *if applicable*
- ❑ Flexibility Provisions-Transfer Detail, *if applicable*
- ❑ Program Coordination and Budget Detail
- ❑ Administrative Costs Budget Detail/Consolidated Administrative Costs, *if applicable*
- ❑ Budget Summary

For Title II-D
- ❑ District Technology Plan Update, *if applicable*
- ❑ Waivers, *if applicable*

For Title IV
- ❑ Waivers, *if applicable*

For Consortium Applicants
- ❑ Title Page for Consortium Applicant

For each participant in the consortium (including the consortium applicant)
- ❑ Title Page for Consortium Participant
- ❑ Title Page Funds Requested Worksheet-Consortium Agreement
- ❑ Assurances and Certification

> *Note:*   For all revised pages: Include the # of the revision (1, 2, 3…) and the date of the revision.

DIRECTIONS
TITLE PAGE-Individual Applicant

- The project period for the funds requested in this application is the 12-month period from 9/1/2003 to 8/31/2004.
- If funds are being contributed to more than one consortium, a separate page must be completed for each showing only those funds being contributed to that consortium.
- If the total public and/or private school allocation(s) is not being requested, complete Title Page Funds Requested Worksheet.
- For Title II-A, the private school portion must be calculated using the "Private School Hold Harmless Worksheet." If the private school refuses to participate, the LEA may retain the Title II-A refused funds.
- For Title III, the requested amount must not be less than $10,000.

TITLE PAGE FOR INDIVIDUAL APPLICANTS
Complete this Title Page if you are an LEA applying for funds as an Individual Applicant

1-4. Complete all identifying information.

1a. Enter the LEA's four-digit district code in the *Project Code* area (NCLB __ __ __ __ -04).

2b. *Board Approval Date for Application Submission:* Enter the date of board approval for submission of this application. **A board resolution must be submitted under separate cover if the application is submitted prior to board approval.**

5a. *Public School Allocation*: Enter the total amount of the LEA participant funds for each program that appears on the allocation notice. (*This is the allocated amount not the amount requested*. All public school funds that appear on the entitlement allocation notice must be included in column 5a *except* funds being contributed to a consortium.)

5b. *Private School Allocation:* Enter the total amount of private school funds for each Titled program that appears on the allocation notice for Titles II-D, III, IV and V. *(Note that the private school allocation for Title I and Title II-A are shaded since the LEA calculates the allocation. For Title II-A the LEA calculates the professional development allocation. Private school funds must be listed on: "Private Schools: Titles II-A, II-D, III, IV, V." Title VI has no private school allocation.)*

5c. *Public School Funds:* Enter the public school amount being requested for each Title. This amount should equal the Public School Allocation amounts minus any funds refused by the LEA.

5d. *Private School Funds:* Enter the private school amount being requested for each Title, except Titles I, II-A and VI. This amount should equal the Private School Allocation amounts minus any funds refused by private schools.

5e. *Total Funds Contributed to Consortium:* This column is N/A for Individual Applicants. It is shaded and should be left blank.

5f. *Total Funds Requested:* Enter the total amount of funds being requested by the LEA (5c+5d=5f).

6. *Grand Total:* Total each column.

If Individual Applicants are also participating in a consortium(s):
- **Submit Title Page(s) for Consortium Participant for each consortium with the individual application;**
- **Forward the Title Page(s) for Consortium Participant to the consortium applicant(s).**

DIRECTIONS
TITLE PAGE-Consortium Participant

> *Note:*
> - The project period for the funds requested in this application is the 12-month period from 9/1/2003 to 8/31/2004.
> - If funds are being contributed to more than one consortium, a separate page must be completed for each showing only those funds being contributed to that consortium.
> - If the total public and/or private school allocation(s) is not being requested, complete Title Page Funds Requested Worksheet.
> - For Title II-A, the private school portion must be calculated using the "Private School Hold Harmless Worksheet." If the private school refuses to participate, the LEA may retain the Title II-A refused funds.
> - For Title III, the requested amount must not be less than $10,000.

TITLE PAGE FOR CONSORTIUM PARTICIPANT

♦ All participating LEAs in the consortium, including the consortium applicant, must complete a Title Page for Consortium Participant for each consortium, to be submitted by the consortium applicant(s). Include all participant pages in the individual application. The applicant LEA must contribute all of its funds to its own consortium or to another consortium as a participant.

♦ Consortium participants should also send the completed Title Page for Consortium Participants, Title Page Worksheet, signed assurances, and Title I Eligibility, if applicable, to the consortium applicant.

1-4. Complete all identifying information.
   1a. Enter the LEA's four-digit district code in the ***Project Code*** area.
   2b. ***Board Approval Date for Application Submission:*** N/A**.**
5a. ***Public School Allocation:*** Enter the total amount of public school funds for each program that appears on the allocation notice. (*This is the allocated amount not the amount requested*. All funds that appear on the entitlement allocation notice that are being contributed to a consortium must be included in item 5a.)
5b. ***Private Schools Allocation:*** Enter the total amount of private school funds for each Titled program that appears on the allocation notice for Titles II-D, III, IV and V. *(Note that the private school allocation for Title II-A is shaded since the LEA calculates the allocation. For Title II-A, the LEA calculates the professional development allocation. Private school funds must be listed on: "Private Schools: Titles II-A, II-D, III, IV, V." Title VI has no private school allocation.)*
5c. ***Public School Funds:*** Enter the public school amounts being contributed to the consortium for each Title.
5d. ***Private School Funds:*** Enter the private school amount being contributed to the consortium for each Title, except Title II-A and VI.
5e. ***Total Funds Contributed to Consortium:*** This item should include the total public and private funds from each Title contributed to the consortium (5c+5d=5e).
5f. ***Total Funds Requested:*** For consortium participants, this column is N/A and should be left blank.
6. ***Grand Total:*** Total each column.

🛑 Review Before Proceeding:
- Has this page been sent to the consortium applicant?
- Has a copy of this page been included in the individual application?
- Have eligible private schools been contacted?
- If private schools decline to participate, has the refusal form been completed and sent to the consortium applicant?

DIRECTIONS
TITLE PAGE-Consortium Applicant

> *Note:*
> - The project period for the funds requested in this application is the 12-month period from 9/1/2003 to 8/31/2004.
> - If funds are being contributed to more than one consortium, a separate page must be completed for each showing only those funds being contributed to that consortium.
> - If the total public and/or private school allocation(s) is not being requested, complete Title Page Funds Requested Worksheet.
> - For Title II-A, the private school portion must be calculated using the "Private school Hold Harmless Worksheet." If the private school refuses to participate, the LEA may retain the Title II-A refused funds.
> - For Title III, the requested amount must not be less than $10,000.

TITLE PAGE FOR CONSORTIUM APPLICANT

- The applicant LEA must complete a Title Page **summarizing** all funds requested on behalf of the consortium. Consortium applicants must contribute all of its own funds to its own consortium or to another consortium(s) as a participant. If the consortium applicant is also a participant in another consortium, the LEA must complete a separate Title Page for Consortium Participant for each consortium.
- The consortium applicant is responsible for submitting the Title Page, Title Page Worksheet, and signed assurances, for <u>all</u> participant LEAs (including the applicant's participant pages).

1-4. Complete all identifying information.

    1a. Enter the LEA's four-digit district code in the ***Project Code*** area (NCLB __ __ __ __ -04C).

    2b. ***Board Approval Date for Application Submission:*** Enter the date of board approval for <u>submission</u> of this application. **A board resolution must be submitted under separate cover if the application is submitted prior to board approval.**

5a. ***Public School Allocation:*** This column is N/A and should be left blank. The allocation amounts are already identified on the Title Page for Consortium Participant.

5b. ***Private Schools Allocation:*** This column is N/A and should be left blank.

5c. ***Public School Funds:*** Enter the total public school funds contributed by all participants in the consortium or the total requested by the applicant.

5d. ***Private School Funds:*** Enter the total private school funds contributed by all participants in the consortium or the total requested by the applicant.

5e. ***Total Funds Contributed to Consortium:*** This column is N/A and should be left blank.

5f. ***Total Funds Requested:*** Enter the total amount of funds being requested by the LEA applicant (5c+5d=5f). This amount will include all funds contributed by all consortium participants.

6. ***Grand Total:*** Total each column.

DIRECTIONS
TITLE PAGE FUNDS REQUESTED WORKSHEET

Applicants must complete this form for the following reasons:
- The LEA is refusing funds allocated under any of the Titles;
- One or more private schools are refusing funds allocated under Titles II-D, III, IV, and V; or
- The LEA is contributing funds to a consortium.

In the spaces provided, indicate the <u>amount of funds</u> applicable to each Title. Complete information for each program if the total allocation is not requested for that Title or if funds are being contributed to a consortium.

A.   Enter total amount of each allocation indicated on the allocation notice, including public and private schools.

B.   If applicable, enter the amount of LEA funds being refused. Attach the LEA Allocation Refusal (A copy is located in the Appendix) approved by the board of education and signed by the Chief School Administrator and Board Secretary.
   - **NOTE:** According to NCLB §5142(a)(2), if an LEA refuses to participate, private schools in the district may participate to the same extent as would have occurred if the LEA participated. The LEA must notify all private schools within the official boundaries of the school district that the district intends to refuse Title V funds and that the private schools should notify the NJDOE that it wishes to participate. The request should be sent to the Office of Innovative Programs and Schools, attention: Arthur Mitchell.

C.   If applicable, list the name of each private school listed on the allocation notice refusing funds. This category does not apply to Title II-A or VI funds. Indicate the amount of funds being refused under each Title. Attach the Private School Participation Refusal (Appendix I) for each private school listed.

D.   If applicable, list the <u>applicant</u> district where funds are being contributed. Indicate the amount of funds being contributed from public and private allocation (excluding all refused funds).

E.   Add the amounts indicated in items B, C, and D.

F.   Subtract amount indicated in item E from the allocation indicated in item A. Total Funds Requested must equal the amount indicated in column 5f on the Title Page.

Complete the Consortium Agreement: Enter the LEA name of applicant and the signature of the participant chief school administrator and date. Enter all applicant LEAs if the LEA is participating in more than one consortium.

DIRECTIONS
PRIVATE SCHOOLS: TITLES II-A, II-D, III, IV, V

List of Private Schools
List all participating private schools where children or teachers are receiving services or benefits from Titles II-A, II-D, III, IV and/or V.

Amount Budgeted
Enter the amount of funds being used to provide Title II-A, II-D, III, IV & V services in each private school. The private school total must match the amount in column 5d on the Title Page for Titles II-D, III, IV and V.   For Title II-A enter the amount calculated using the "Private School Hold Harmless Worksheet." If the private school refuses to participate in Title II-A, the LEA may retain these funds for public school use.

Program and Activity Codes from the Program Plan
Enter the Program and Activity Code(s) (i.e., Program: A, B, C…; Activity: 2, 3, 4…) from column 6 of the Program Plan for each private school.

Total
Sum the totals for each Title. The total must match column 5d of the Title Page, except for Title II-A.

STOP **Certification:** Enter a ☑ to certify that the Title II-A private school hold harmless calculations have been completed and are correct. See" FY 2004 Title II-A Private School Hold Harmless Worksheet" in the Appendices/Worksheets.

DIRECTIONS
ASSURANCES AND CERTIFICATION

The Assurances and Certification pages of the application include a list of assurances that reflect both common and specific requirements of the programs included in this application. In signing the assurances, the Chief School Administrator (CSA) is assuring to the NJDOE and the federal government that the requirements regarding the use of funds are understood and will be adhered to. Also, the CSA is assuring that records will be maintained to demonstrate compliance with each requirement.

The Assurances and Certification include general assurances that pertain to all of the covered NCLB Titles as well as assurances specific to each program. Certification of the Assurances is required as a prerequisite for receiving NCLB funds, along with a certification that the information is correct and that the CSA is authorized to file the application and sign the assurances. The Assurances and Certification pages must be initialed and dated for each applicable program and for the general assurances. Additionally, the CSA must sign and date the last assurance page, unless a written notification has been filed with the NJDOE delegating the authority for signing to another LEA official.

> *Note:*
> Consortium applications must include signed assurances pages from the CSA of each participant LEA in the consortium.

DIRECTIONS
PARTICIPANTS IN CONSULTATION AND COLLABORATION IN APPLICATION DEVELOPMENT

NCLB requires that certain constituents participate in the development and implementation of the grant application.

1. List the name of each individual participating in the development of the application.
2. Indicate the individual's title and constituency represented using the name of the constituency listed at the bottom of this page (e.g., teachers, parents, students, community, private schools, etc.).
3. Indicate with a check (√) all programs with which the individual assisted in the development of the application.

Duplicate if needed.

> *Note:*
> - A representative from each participating private school must be included. Title I requires that the LEA maintain written affirmation signed by officials for each participating private school that the required consultation has occurred.
> - For private schools, a sample survey letter and the income eligibility guidelines/survey are in the Appendix.
> - A representative from each Category I school must be consulted. Participation is essential during the development of the school's improvement/corrective action plan.
> - If all constituents are not represented, an explanation must be provided.
> - Consultation may occur in large, small groups and/or on an individual basis.

STOP At the bottom of the page is a list of the constituents that should be included. The Reference Manual provides additional information on the requirements for each Title.

DIRECTIONS
EQUITABLE ACCESS, COORDINATION OF PROGRAMS,
PARTICIPATION & PUBLIC REPORTING

Equitable Access
In accordance with §427 of the General Education Provisions Act (GEPA), each LEA must include in its application a description of the steps the LEA proposes to take to ensure equitable access to, and participation in, its federally assisted programs by addressing the special needs of students, teachers, and other program beneficiaries in order to overcome the identified barriers to equitable participation. The statute highlights six types of barriers that can impede equitable access or participation that may be addressed: gender, race, national origin, color, disability or age. The LEA makes the determination as to whether these or other barriers may prevent students, teachers, or others from such access to, or participation in, federally funded projects or activities. Further information may be found at *www.ed.gov/offices/OPE/HEP/gepa.html*.

Coordination of Programs and Participation
1. Programs: In accordance with NCLB §1112, each LEA plan submitted under NCLB, included programs must be integrated with each other and coordinated with other programs funded under NCLB, including other educational programs such as Title I Schoolwide Programs, IDEA, Perkins, McKinney, Abbott Phase II Implementation, Even Start, Head Start, Reading First, Early Reading First, 21st Century Community Learning Centers Program.

2. Subgroups: In accordance with NCLB §1112, each LEA plan must include a description of how services to the listed sub-groups will be coordinated.

3. Participation: In accordance with NCLB §4114, LEAs are required to continually consult with its participant committee.

Title IV Requirements

4. Community Involvement for Title IV: In accordance with NCLB §4114(d)(2)(A), each LEA is required to provide a description of how its plan for Title IV funds will be coordinated with programs under NCLB and other federal, state and local programs for drug and violence prevention, in accordance with NCLB §9306.

5. Public Reporting for Title IV:
   a) In accordance with NCLB §4114(d)(5), each LEA is required to describe the mechanism that the LEA will use to provide effective notice to the community of its intention to submit an application for funds under Title IV. The purpose of the notice is to give community members, particularly parents, opportunities for meaningful consultation in the development of the application [NCLB §4115(a)(1)(E)], in addition to providing them with opportunities for ongoing consultation in the administration of funded programs and activities.

b) In accordance with NCLB §4114 (d)(2)(c), each LEA must provide a description of how the LEA will publicly report progress toward attaining its performance measures.

6. <u>Use of Program Evaluation for Title IV:</u> In accordance with NCLB §4114(d)(3), each LEA is required to provide a description of how the results of evaluations of the effectiveness of funded programs and activities will be used to refine, improve and strengthen them, which can include adjustments to the approved program plan (e.g., performance indicators, performance measures, measurement methods/tools, scientifically based programs and activities) and the needs assessment (e.g., priority problems, targeted schools and populations, problem descriptions, problem indicators). The description should specifically address how the LEA will use the results from *each* of the evaluation/measurement methods/tools for Title IV, Part A target measures identified on the LEA's Program Plan to continuously improve its plan for the use of Title IV funds.

DIRECTIONS
TITLE II-D: DISTRICT TECHNOLOGY PLAN UPDATE

Most New Jersey public school districts updated their technology plans as required by NCLB during FY 2003. However, <u>if a district refused Title II, Part D funding during FY 2003 or if a Charter School does not have a technology plan, then additional NCLB requirements to the technology plan must be completed.</u>

With the exception of a few Charter Schools, every public school district in New Jersey had an updated, approved technology plan that extends from July 1, 2001 through June 30, 2004. However, the NCLB legislation introduced four additional requirements that must be incorporated into local technology plans prior to the awarding of funds.

Describe how your district will satisfy these four new requirements.

> *Note:*
> - It is feasible that the district's technology plan already addresses one or more of the four requirements. Therefore, the LEA may refer to the district's technology plan when responding to these requirements.
> - If a district has addressed any one of the four requirements in its current approved district technology plan, then page number(s) where this requirement is addressed in the technology plan should be provided in lieu of a narrative response.

For Charter Schools Only →

- If completing a technology plan for the first time

OR

- If a technology plan for the charter school exists, but was not updated to fulfill ALL of the NCLB requirements

THEN

The *Technology Plan Checklist for Charter Schools* on the NJDOE web site must be completed.
http://www.nj.gov/njded/techno/localtech/checklist_chart.htm

All requirements listed in the checklist must be addressed to be eligible for Title II-D funding.

Charter Schools must submit their completed technology plans for review to:

NJDOE
Attn: Technology Plan Review
Office of Educational and Informational Technology
P.O. Box 500
Trenton, NJ 08625-0500.

DIRECTIONS
WAIVER REQUESTS

The requirements for spending NCLB funds are very specific. Although Titles II-D and IV-A provide an option for LEAs to obtain waivers that would allow some variation in the use of funds, LEAs are not exempted from meeting the purposes and requirements of the Title II-D and/or Title IV-A regulations. The criteria for granting waivers is detailed in the legislation and very specific. To obtain waiver approval, you must satisfy ALL requirements, as provided in NCLB legislation.

To help ensure that waiver requests are properly and thoroughly completed, use the following checklists prior to submission.

Title II-D Waiver

To waive the Title II, Part D requirement that 25% of Title II, Part D funds are expended on professional development that is based on specific criteria. The LEA must meet ALL of the criteria noted below and provide documentation on the Title II-D Waiver Request Form.

LEAs may request a waiver if:
- ❑ ALL teachers in core academic subjects have participated in ongoing, sustained, intensive professional development.
- ❑ The professional development is "high-quality".
- ❑ The professional development focused on the integration of technology into the curriculum and instruction. [Training in administrative functions (i.e., grade book programs) is not acceptable].

If the waiver is granted, the remaining funds are to be used to carry out the activities consistent with the purposes of Title II, Part D and the district's local technology plan.

Title IV-A Waiver [NCLB §4115(a)(1)(C)]

To gain approval for using an innovative program, service or activity that is not based on scientifically based research or that is not on the Title IV-A resource list (Appendix V), the LEA must satisfactorily fulfill the following criteria. A program, service or activity must be proven effective in achieving measurable outcomes or the applicant must provide sufficient research-based evidence demonstrating that the program, service or activity has a substantial likelihood of success in achieving the applicable measurable outcome for Title IV-A identified in the Program Plan, based on the district's priority needs assessment, and will fulfill the requirements of Title IV-A.

Left Column
The waiver request includes:
- ☐ The full title of each program, service or activity and either the name of the developer or the source of the program, service or activity. [Contact information for the program must

be provided for verification purposes if the program does not appear on the Title IV-A resource list (Appendix V)].

☐ The measurable objective that each program, service or activity is intended to achieve and the priority need that each program, service or activity will measurably affect.

☐ A detailed description of the goals, components and delivery plan for each program, service or activity.

Right Column

The waiver request addresses, at a minimum, one of the following, as appropriate to the request:

☐ Local Research – If local research or evaluation activities have been conducted for the requested program, service or activity, the information provided clearly identifies how each program, service or activity has achieved positive results (i.e., measurable and quantitative outcome or measurable and quantitative impact data) achieved for each program, service or activity in the district or in another school or community and the evaluation method(s) (e.g. pre- and post-survey, experimental-control design) used to determine the results. The data provided makes clear that the identified program, service or activity has a substantial likelihood of success in achieving the related measurable outcome in the application and in measurably affecting the related priority need in the district's application.

☐ No Local Research – If no local research or evaluation activities have been conducted for each requested program, service or activity, the justification for the request is provided. This includes a clear explanation of the research literature, as it directly supports the description of the program, service or activity (provided in the left column), which clearly indicates that the program, service or activity has a substantial likelihood of success in achieving the related measurable outcome in the application and in measurably affecting the related priority need. (Citations must be provided for all research references literature.)

[Note: In addition to specific substance abuse and violence measures, the research can address the reduction of any of the following, if they have been identified as priority areas in the needs assessment: (1) specific reductions in the prevalence of *research-based* risk factors that have been documented in the district's priority needs assessment; (2) specific improvements in *research-based* risk factors or conditions that place students at-risk for substance abuse or violence in your district; or (3) specific increases in the prevalence of protective factors, buffers or assets, if any have been identified. Citations must be provided specifying that the identified priority risk factors are based in the research literature.]

ATTENTION: If you have not addressed and fulfilled ALL the criteria listed above, your waiver request will not be approved.

DIRECTIONS
PROBLEMS IDENTIFIED DURING THE NEEDS ASSESSMENT

NEW! This tool has been revised for FY 2004 to clarify and better accommodate the needs assessment process.

Note:

The following pages concern the needs assessment and its results. These pages must be completed in conjunction with each other:

- Problems Identified During the Needs Assessment
- Actual Performance Target Achieved From Prior Year
- Description of Selected Priority Problems Identified During the Needs Assessment
- Performance Goals and Indicators
- LEA/Category I School Program Plan

The continuous needs assessment process must be conducted *annually* in the context of the achievement of the FY 2003 performance targets as indicated in column 4 of the FY 2003 Program Plan and described on the Actual Performance Target Achieved From Prior Year page. The evaluation of the previously implemented programs funded under NCLB must be considered in this process. LEAs must use the best available data for the needs assessment. Focus must be directed to under-performing subgroups within the LEA.

This process must be completed by each school and private school within the LEA. The results of the schools within the LEA may be compiled into a single document. Separate documents for private schools are recommended and are required for Category I schools.

STOP Review the FY 2003 NCLB Needs Assessment and update, *if indicated*. Select the priority problems to be addressed in this year's application (continuation of priority problems selected for 2003 or selection of additional/new priority problems). Update and revise the Description of Selected Priority Problems Identified During the Needs Assessment.

This form is used for the following:

1. Each school within the LEA, each private school and consortium participant must be considered during the needs assessment process. As a result of the comprehensive needs assessment, the LEA may incorporate the results of each school's needs assessment on the pages or submit separately for each school.

   Specify the LEA, County and, if applicable, the school, private school and schools in need of improvement. If applicable, indicate with a ☑ if the needs assessment includes the LEA and all its schools, private schools and/or consortium participants.

2. As a result of the needs assessment, by Population Category, indicate with a ☑ each Need Category that has been identified as a problem. For example, if *Science* has been identified as a problem for *LEP* students, a ☑ should be placed in the cell at the intersection Column J (LEP) and Row 3c (Science).

3. Prioritize problems and select which priority problem(s) will be addressed in the Program Plan. <u>Select only </u>the priority problems that the will be addressed in this grant application. The letter/number code for each selected priority problem will be used on the Program Plan.

🛑 Title I requires that certain populations be considered in the needs assessment process on an <u>annual </u>basis. Therefore, LEAs receiving Title I funds **must** certify that Population Categories, items A-M were assessed this year. This provides an assurance that all required populations have been annually assessed.

A detailed description of the selected priority problem(s) and populations are to be provided on the "Description of Selected Priority Problems Identified During the Needs Assessment" page.

DIRECTIONS
FY 2003 ACTUAL PERFORMANCE TARGETS ACHIEVED

NEW! On this page, the actual achievement of the FY 2003 Performance Targets Achieved is described. This information is based upon the data specified in the FY 2003 Program Plan, columns 3 and 4.

Additionally, this page serves as the status report for the FY 2003 NCLB grant. Therefore, the FY 2003 NCLB Final Report will not include a status report.

For 2003 Baseline Data and Performance Targets, enter information from column 3 of the Program Plan of the approved FY 2003 NCLB grant.

For 2003 Actual Outcome, provide data and describe the outcome of performance targets achieved.

The actual outcomes must be considered during the continuous needs assessment process. Programs and activities would then be adjusted to address the changing needs within the LEA.

Note:
LEAs/schools are to use the "best available" data when describing the FY 2003 Actual Outcomes.

DIRECTIONS
DESCRIPTION OF SELECTED PRIORITY PROBLEMS IDENTIFIED DURING THE NEEDS ASSESSMENT

This page is used to describe the selected priority problems to be addressed in this application as a result of the LEA's needs assessment for its public and private schools and Category I schools.

Select the priority problem(s) to be addressed in this application. Incorporate the selected priority problem(s) identified and noted on "Problems Identified During the Needs Assessment." The information on this page is used to develop the Program Plan.

Description of Priority Problem
As a result of the needs assessment, describe the priority problem in the context of the target population(s) and documented needs to be addressed in this application. The description should address causes:

- Target Population
- Targeted School(s)
- Causes of Selected Priority Problem
- Areas to be Measured
- Measurement Tool
- Identification of Data Sources
- Other Relevant Information

Examples of measurement areas are: state assessment data, other related data, disaggregated data, violence, vandalism, substance abuse, related at-risk behavior, highly qualified teachers and paraprofessionals, and professional development programs. For data associated with incidents of drug abuse, areas to address include: where, when, by whom and the extent of the drugs being used in an effort to identify priority problems.

The analysis should also address the data and the needs in the context of each identified population and the individual schools served.

Priority Problem Code(s) – Population Letter and Problem Number:
Use the identifiers from the Needs Assessment: Population Categories (A-S) and the Needs Categories (1-66).
For example: Population Categories – economically disadvantaged is D
Needs Categories –Student Academic Needs–closing the achievement gap is 1

These codes are to be transferred to column **(1)** of the Program Plan.

DIRECTIONS
PERFORMANCE GOALS AND INDICATORS

Federally Mandated Performance Goals and Performance Indicators
In completing the Program Plan, LEAs conducted a comprehensive needs assessment. As a result of the findings of the needs assessment, LEAs must design their program plan using the USDOE prescribed performance goals and indicators. *In accordance with NCLB, LEAs are required to direct their resources to meeting this core set of five performance goals and performance indicators.*

LEA Derived Performance Goals and Performance Indicators
Additionally, LEAs may establish their own unique indicators. These LEA performance indicators are to be described under the appropriate goal at the conclusion of the needs assessment and need identification and priority problem description. The numbering of the LEA derived performance indicators is sequential under each goal.

The codes for the performance goals and indicators on this page will be used in the Program Plan, column 2.

DIRECTIONS
LEA/SCHOOL PROGRAM PLAN

The LEA/School Program Plan:

- Summarizes the needs assessment and its populations and priority problem(s) identification
- Specifies the relationship to the Performance Goals and Indicators
- Identifies the Accountability Measures (Baseline, Targets, Outcomes, Tool/Method)
- Specifies the scientifically based program(s) and the related activities used to address the selected priority problems

Category I schools in LEAs that do not receive Title I funds are not required to complete a school improvement plan. However, these schools should address identified needs through their planning process. Addressing the needs of these Category I schools must be a priority.

STOP Requirements:

- **Title II, Part A:** Services <u>must</u> be targeted to schools that have the lowest proportion of highly qualified teachers, have the largest class size or have been identified for School Improvement under NCLB §1116(b).

  NEW! See "Schools Targeted for Title II-A Funding" in the Appendices/Worksheets to comply with this requirement.

  Title II, Part A funds may be used by the LEA for developing a plan to ensure that all teachers are highly qualified by the end of the 2005-2006 school year. The definition of the term "highly qualified" can be found in the Reference Manual.

- **Title II, Part D:** Not less than 25% of the funds must be budgeted for ongoing, sustained, high quality professional development for all teachers focused on the integration of technology into instruction or a waiver must be requested.

- **Title IV:** Services must be targeted to schools and students with the greatest need.

- **Private Schools:** Participating private schools must be included.

- **Abbott LEAs:** The approved "3 Year Operational Plan" for schools within the LEA are accepted in lieu of this program plan. Nonetheless, a plan is required for district-level activities, private school services and programs for neglected and delinquent.

(1) Enter the codes for each selected priority problem(s) described on the "Description of Selected Priority Problem Identified During the Needs Assessment" in column 1.

(2) Using one or more of the five USDOE Performance Goals, select one or more of the performance indicators to be measured that apply - USDOE or LEA derived. Enter the codes for the USDOE performance goals and the USDOE and/or LEA derived performance indicators (i.e., 1.1; 3.2).

(3) Identify performance targets/measurements of achievement/success for each priority problem listed in column **(1)** for 2004 and 2005.

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(4)
Note:
For "Actual Performance Target Achieved From Prior Year", in the FY 2004 NCLB application, identification of the actual outcomes from FY 2003 is required during the time of application development. Tools/methods that were identified to measure and collect this information on performance targets must be used. LEAs are encouraged to use the best available data.

 Include this information on "Actual Performance Target Achieved From Prior Year" page.

Examples of such tools/methods are: state assessments, local assessment data, attendance, discipline, promotion trends, instruction time, student/teacher relationships, focus groups, surveys, experimental control designs, socialization, teacher retention/job satisfaction, teacher qualifications, grades, classroom observations, standardized tests, portfolios, statistical evidence, state assessment data, disaggregated data, violence, vandalism, substance abuse and related at-risk behavior(s).

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(5) Identify the tool/method by which success in reaching the performance target will be measured. See examples of measurement tools in above box.

Note:
The definition of scientifically based research (NCLB §9191) can be found in the Reference Manual.

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(6) Before continuing to utilize activities that were federally funded in FY 2003, LEAs must determine their success in achieving the performance targets. The results of the evaluation must be used to refine, improve, strengthen, discontinue or replace the program.

List:
- The scientifically based program using letters A, B, C….
- The activities that will be used to address each selected priority problem(s) identified in

column **(1)**. Number each activity sequentially (i.e., 1, 2, 3 …) under each scientifically based program.

> *Note:*
> - A Sample Program Plan is located in the Appendix/Worksheets.

DIRECTIONS
FLEXIBILITY PROVISIONS

Complete this page only if the LEA intends to utilize either or both of these flexibility provisions. See the Reference Manual for more information. See the USDOE-"Guidance on the Transferability Authority" at www.ed.gov/flexibility/transferabilityguidance.doc

Note:
- LEAs that opt to use either flexibility provision must account for the funds using this page and the Flexibility Provisions-Transfer Detail.
- Transferred funds are considered increases/decreases to the Titles. For example, if funds are transferred into Title I from Title IV, the total Title I allocation is increased by the transfer amount. The total Title IV allocation is decreased by the transfer amount. All required reserves and restrictions are based on the new totals.
- The LEA may submit an amendment to the approved FY 2004 NCLB application to access this flexibility provision during the project period.
- For the Final Report, funds are reported in the original Title.

DIRECTIONS
FLEXIBILITY PROVISIONS-TRANSFER DETAIL

LEAs that opt to use either flexibility provision must show the funds in the original Title in the itemized budget columns indicating the amount with a minus.

In the description/itemization column, flag the transfer by indicating where the funds will be actually used indicating the amount with a plus.

LEAs may use different internal accounting methods to transfer funds. Examples are:
- Move funds from the account(s) of the program(s) from which the funds are being transferred into the account(s) of the program(s) to which the funds are being transferred.
- Establish a new, separate account for transferred funds.
- Keep the "transferred funds" in their original account(s), but maintain documentation that shows how "transferred funds" in the original account(s) have been reclassified. When transferring funds, an LEA does not actually have to move funds from one account to another providing it maintains adequate documentation to account for the transfer.

Regardless of the method the LEA uses to transfer funds, the LEA must maintain records demonstrating how a program's overall funds (including the transferred funds) were spent. However, the LEA does not have to account separately for the expenditure of the funds that are transferred into a program and the allocation to which the transferred funds were added.

Note:
- For the Final Report, funds are reported in the original Title.
- Prior to exercising this option, LEAs must consult with private schools to ensure equitable participation for services under the programs to which the funds are transferred.
- Funds may not be transferred solely to provide services for private school students and/or teachers.

DIRECTIONS
PROGRAM COORDINATION & BUDGET DETAIL

Note:
- Itemize the budgeted costs for each Title.
- Use whole dollars.
- List administrative costs separately on the page entitled "Administrative Costs Budget Detail."
- The capitalization threshold for equipment is more than $2,000.
- All salaries of staff that participate in TPAF, a minimum of 15% must be budgeted.
- The LEA - Business Administrator signature and date is required on the grand total budget detail and administrative detail pages(s).
- The Excel Program MUST be used in completing the budget.

This page is used for two purposes:
1) Identify which activities are coordinated among the programs; and,
2) Budget program funds.

Specify: LEA and/or private school with a check. Provide a separate page for private schools **or** include the name of the private school(s) in the Description/Itemization column if private school activities are include in the public school activities.

Function & Object Code
List the function & object codes using the categories on the Budget Summary page.

Itemized Budget
Description/Itemization
- List/describe the item(s) to be funded in each function and object code. List only those budget items consistent with the activities identified in the Program Plan and consistent with the budgetary constraints outlined in the Reference Manual. Complete each of the columns as described below for only those costs to be paid with NCLB funds.
- Identify items for Category I Schools for programs other than Title I School Improvement funds.
- Identify items for private schools by listing the name of each school.
- Abbott LEAs may itemize budget items for district-level activities, private school services and programs for neglected and delinquent.

Program Coordination & Funding Source
- Indicate in the appropriate column the amount budgeted from each federal funding source to support the listed expenditures.

- For activities that are coordinated across Titles and are not funded, indicate with a ✓.

> *Note:*
> LEAs and schools must ensure that the intent and purposes of each program are met for all funds. The federal supplement, not supplant provision applies to blended funds. LEAs may exclude from determinations any "<u>supplemental</u> state and local funds spent in any school attendance area or school for programs that meet the requirement of schoolwide programs."

Non-Abbott-Schoolwide Programs
For non-Abbott LEAs that have schools with approved Title I schoolwide programs and are combining funds across Titles, use function and object codes. List the name of the schoolwide school(s) and enter the combined amount in the Non-Abbott Schoolwide column.

Program and Activity Codes from Program Plan
Reference the appropriate number for the scientifically based program and the activities from the Program Plan pages (for example: A, 1, 2, 3). For Abbott LEAs using 520-930, enter N/A.

Verification of Budget
- Subtotal each function and object code. The subtotal amounts budgeted must match the corresponding line(s) of the funding source on the Budget Summary.
- Total each <u>Funding Source</u> column. **The totals for each funding source must match the Totals by Funding Source on the Budget Summary and column 5f on the Title Page.**
  - <u>Subtotal</u>: Provide a subtotal on each page for each funding source.
  - <u>Grand Total</u>: Total each Funding Source column from <u>all</u> budget detail pages, including administrative costs. Complete on the last budget detail page. Enter the grand total.

Administrative Costs Budget Detail
Administrative costs are permitted, with the following restrictions:
- A maximum of 5% of each grant award of Titles I-A, I-D, II-A, II-D, and V-A may be used for administrative costs.
- For Titles III-A and IV-A the maximum is 2%.
- No funds for administrative costs may be used from Title I School Improvement.

Consolidated Administrative Costs
NCLB funds may be used to support administrative positions that oversee more than one of the programs, as well as other associated costs (e.g., supplies). In this situation, it may be more efficient to consider these costs as "consolidated administrative costs" which are shared among the programs. The LEA is not required to maintain separate records indicating the percentage of time dedicated to individual projects. Consolidated administrative costs must be attributed to each program and each function/object code. An LEA may consolidate up to the amount allowable for each Title to be used for the administration and coordination of one or more of the

program. For each function/object code in each program, indicate with a check in the funding source column if the funds are being used for consolidated administrative costs. Total these costs for each program and enter that amount at the end of each column. The grand total (consolidated administrative costs and administrative costs) for each program may not exceed the allowable percentage.

DIRECTIONS
BUDGET SUMMARY

Note:
- Refer to the Uniform Minimum Chart of Accounts distributed by the Office of Finance for specific instructions regarding classification of expenditures within category headings.
- Use whole dollars only.
- The LEA - Business Administrator signature and date is required.
- The Excel Program MUST be used in completing the budget.

- Indicate the amount <u>budgeted</u> in each of the expenditure categories for the activities supported through this project by funding source. The budgeted amounts in each category on the Project Budget Summary must match the subtotals for the expenditure categories by funding source itemized on the Budget Detail.

- The Totals By Funding Source line in each column must be equal to the amount indicated for each program in Column 5f on the Title Page.